USC University of Southern California

PPD 522: PLANNING HISTORY AND THEORY FOR A JUST SOCIETY

Semester: Fall 2020
Date and Time: Wednesday 6:00pm PST
Units: 4
Location: Online
Instructor: Dr. Meredith Drake Reitan
Office Hours: Friday 3:00pm – 5:00pm

Teaching Assistant: Jaime Lopez
Office Hours: Monday 10:00am – 12:00pm

Course Description

Ideas about planning are drawn from a number of traditions including political, social, economic, geographic, cultural and urban theory. As the Association of Collegiate Schools of Planning notes, the practice of planning is distinguished by its breadth and diversity. This is simultaneously the profession's greatest strength and a potential weakness. Planning is characterized by the intersection of six key themes including, a focus on human settlements, a search for physical, economic, social and environmental connections, an interest in the future, support for the diversity of needs, recognition of open participation and an attempt to link knowledge and action.

The course will introduce students to a wide variety of thinkers who have addressed these themes in the United States during the twentieth century. The goal is to acquaint ourselves with a rich body of literature and to link readings to everyday practice so that our work as planners has the potential to be both more effective and critically engaged. In a few short weeks, we will read a lot, and talk even more, about scholars and practitioners who have contributed to our understanding of planning as a field of inquiry and as a profession. As we think through the effects of planning in the United States, we will also have an opportunity to reflect on our personal values as future planners and as citizens of a global, interconnected world.

To ground our learning in practice, we will be engaged in an historical investigation of a planning decision. In 1958, the City of Los Angeles created the Bunker Hill Redevelopment Project. Within a decade the hill, and the housing on top of it, had been demolished to make way for high-rise towers and cultural institutions. More than 6,000 individuals were displaced in the process.

Scholarship has linked the redevelopment of Bunker Hill to national housing policies, cold war politics and the desire of local elites to shape the image of Los Angeles as a "city of the future". Significantly less is known about the individuals and families who occupied the neighborhood

before the bulldozers arrived. Our collaborative class project will deepen our understanding of the demographics of Bunker Hill by making use of household survey cards compiled by the Works Progress Administration in 1939 and housed in Special Collections at USC Libraries. These cards contain valuable, and as yet untapped, information about the inhabitants of Bunker Hill, including their ownership status, length of residence, rent, race and ethnicity.

Students will be asked to harness data contained in these cards and in other collections of the USC Library to reconstruct a picture of who lived on Bunker Hill and what was lost when the built environment of the hill was razed and the community dispersed.

The course is organized as a flipped classroom model and will take place entirely online. Students will be expected to read and to prepare before class so that scheduled class time can be dedicated to informed discussions and structured activities with colleagues.

Learning Objectives

By the end of this course, students should be able to:

- Explain the planning profession's major theoretical and historical movements.
- Compare the ideas of twentieth-century planners and urban theorists as they relate to the planning profession and issues of social justice in the United States.
- Apply a variety of historical methods, including archival research, quantitative or qualitative data analysis to a collaborative investigation of planning practice the United States.
- Present historical data about the planning profession in appropriate formats such as narratives, infographics, graphs, maps or audio recordings.

Required Hardware

The course content is delivered in both synchronous (occurring at the same time) and asynchronous (not at the same time) formats. Students should have access to an internet-enabled device with browser capabilities. During class time, it is expected that students will use their devices to participate in activities guided by the instructor. The weekly meetings will be recorded and, whenever possible, alternative assignments will be available if students have to miss a scheduled class period.

Assignments

Active Reading
Students are expected to digest, analyze and comment on all of the required readings before class. To facilitate this level of active reading, we will rely on the Perusall app available via Blackboard. Perusall enables students to collectively annotate readings in threads, respond to each other's comments, and interact. The required readings are listed as "assignments" in Perusall. Students also have access to additional recommended readings that are organized by weekly topic in the "library" section of Perusall. The engagement in the class readings will be worth 30 points.

Two Short Answer Exams
There will be two "open book" short answer exams. The exams will ask you to respond to questions with a clear and precise thesis (1–2 sentences) that directly addresses the question prompt, provide at least one direct quote from the course reading materials, and add at least 3 additional sentences that analyze the direct quotes or explain how the evidence supports your thesis. Each exam will be worth 10 points.

Two Comparative Essays
Over the course of the semester we will read the work of many planning and urban theorists. The two short essay assignments ask you to compare and contrast these thinkers in the context of social justice. One essay will focus on two earlier thinkers; the second will focus on two later thinkers. The essays should be written in a professional style as if you were presenting a report to planning colleagues who may be familiar with the authors in general, but unaware of their contributions (or lack of contributions) to social justice. In each essay, you will describe the author's primary concern and consider their recommendations for the planning profession or for cities. You will also contemplate their approach to social justice. (Note: some authors may not use the term "social justice", you will need to evaluate the words they do use and whether those words are adequate substitutes). Each essay should be approximately 5 pages in length, double spaced with 1-inch margins. All sources (including those from Blackboard) should be appropriately cited using APA style. Each essay will be worth 10 points. Additional information will be shared in class and via Blackboard.

Data Story
Much of our in-class time will be spent "doing" history. We will identify primary sources, analyze historic data and (if possible) conduct oral histories. As a final project, students will prepare a narrative, map, graph, infographic or audio/video recording using the historical data sources developed over the course of the semester. The Data Story will be worth 20 points.

Participation
As a record of active participation and attendance, students will complete in-class work products individually, or in teams. For teamwork, all members will receive the same grade for the work product. In-class work may be assigned at any point during the class; students who miss the assignment will have an opportunity to make up the work by submitting alternative assignments via Blackboard.

Grading Breakdown

Assignment	% of Grade
Active Reading	30
Short Answer Exams: 2 @ 10 points each	20
Comparative Essays: 2 @ 10 points each	20
Data Story	20
Participation	10
Total	100

Course Schedule: A Weekly Breakdown

Please note, this is a living document and subject to change and revisions. As the class progresses, students will have an opportunity to shape the direction of our conversations and we may update readings to reflect this input.

	Topic	Goals	Required Reading/Viewing	Major Assignments
Week 1: 8/19	Introduction	Review course goals & expected outcomes	Lewis Mumford "What is a City" *The City Reader,* 1937 Watch *Urban Design is Not Neutral* https://www.tvo.org/video/urban-design-is-not-neutral	
Week 2: 8/26	City Beautiful	Explore the rational for planning and the profession's architectural origins at the turn of the 20th century	Friedrich Engels, The Great Towns" (1845) *The City Reader* Robert Freestone, The City Beautiful Movement Wiey-Blackwell Encyclopedia of Urban and Regional Studies, 2019 Margaret Garb, "Race, Housing, and Burnham's Plan: Why is there no Housing in the 1909 Plan of Chicago?" *Journal of Planning History*, 10, 2, 2010: 99-113. Leonie Sandercock "Framing Insurgent Histories for Planning" *Making the Invisible Visible*. 1998 Skim: Charles Mulford Robinson, *The City Beautiful,*1906 Skim: Daniel Burnham et al., *Plan of Chicago*, 1909	
Week 3: 9/2	City Social	Women in urban public space as municipal housekeepers & proto-planners	Susan Marie Wirka, The City Social Movement *Planning the Twentieth Century American City,* 1996 Daphne Spain, "Sacred and Secular Organizational Ideologies" *How Women Saved the City*, 2000 Daphne Spain "Black Women as City Builders: Redemptive Places and the Legacy of Nannie Helen Burroughs" *Gendering the City*, 2000 Carribean Fragoza "All the Zumba Ladies: Reclaiming Bodies and Space through Serious Booty Shaking" *East of East,* 2020	

Week 4: 9/9	City Practical	Planning as a rational process to achieve practical goals, especially through zoning	Ernest W. Burgess "The Growth of the City, An Introduction to a Research Program", 1925, *The City Reader* Jon A. Peterson, "The Birth of Organized City Planning in the United States, 1909–1910", *Journal of the American Planning Association*, 75:2, 123-133, 2009 Chris Silver, "Racial Origins of Zoning in American Cities" *Urban Planning and the African American Community: In the Shadows*, June Manning Thomas and Marsha Ritzdorf eds. 1997 Andrew H. Whittemore, "Zoning Los Angeles: a brief history of four regimes" *Planning Perspectives*, 27:3, 393-415, 2012 Skim: Los Angeles zoning ordinances	
Week 5: 9/16	Healthy Cities	Planning as a way to improve health, especially through parks & public open space. Tracing the transition from early health-oriented planning to ideas about sustainability, Biophilic and Healthy Cities	Frederick Law Olmsted, "Public Parks and the Enlargement of Towns": American Social Science Association (1870). *The City Reader* Timothy Beatley, "Sustainability in Planning," in *Planning Ideas That Matter,* 2012 Molina, Natalia. "Institutionalizing Public Health" *Fit to Be Citizens?: Public Health and Race in Los Angeles, 1879-1939*. 2006. Jason Corburn "Reconnecting Urban Planning & Public Health" *Oxford Handbook of Urban Planning*, 2012	Short Answer Exam I
Week 6: 9/23	Segregated Cities	Urban Renewal	W.E.B. Du Bois, 'The Negro Problems of Philadelphia', 'The Question of Earning a Living' and 'Color Prejudice' (1899) *The City Reader* William Julius Wilson, "From Institutional to Jobless Ghettos" from When Work Disappears: The World of the New Urban Poor (1996) *The City Reader* Paul A. Davidoff, "Advocacy and Pluralism in Planning." *Journal of the American Institute of Planners*. 1965 31(4) pp 8-63. David Freund, "Financing Suburban Growth" *Colored Property*, 2007 Skim: Description of blight and Bunker Hill in LA CRA documents	

Week 7: 9/30	Edge Cities	White Flight, Growth of the Suburbs & New Urbanism	Ebenezer Howard "Author's Introduction" & "The Town–Country Magnet" from Garden Cities of To-morrow (1898/1902). *The City Reader* Clarence Perry "The Neighborhood Unit", from the Regional Plan of New York, (1929) *The City Reader* Charter for New Urbanism, (1993) *The City Reader* Eric Avila "Sutured City" *Popular Culture in the Age of White Flight*, 2006 Kristen Day, "New Urbanism and the Challenges of Designing for Diversity"; *Journal Planning Education and Research*, 2003	Essay Assignment I
Week 8: 10/7	Neoliberal Cities	Neoliberalism, Gentrification & the Political Economy of Cities	Harvey, David "Introduction and Chapter 1", *A Brief History of Neoliberalism*, Oxford University Press 2005 Smith, Neil. "A Short History of Gentrification" *The Gentrification Debates.* 2010 Robert Fogelson, "Planning the Capitalist City" (1986) *Reading in Planning Theory* Lance Freeman. "Neighborhood Effects in a Changing Hood" *The Gentrification Debates,* 2010	
Week 9: 10/14	Communicative Cities	Critiques of the Comprehensive & Rational Planning Model. Citizen participation and theories of communicative action	James Scott, "Authoritarian High Modernism," (1998) *Readings in Planning Theory* Arnstein, Sherry "A Ladder of Citizen Participation," *Journal of the American Institute of Planners* 35(4) pp. 216-224; 1969 Forester, John. Planning in the Face of Conflict. (1989) *Readings in Planning Theory* Caroline S. Tauxe "Marginalizing Public Participation in Local Planning: an Ethnographic Account" Journal of the American Planning Association, 61:4, 471-481, 1995	
Week 10: 10/21	Carceral Cities	Power and policing; the Los Angeles School of Urbanism	Mike Davis, "Fortress Los Angeles", *City of Quartz*, 1992 George L. Kelling and James Q. Wilson "Broken Windows" March 1982	

			https://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/ Kelly Lytle Hernandez selection from *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965,* 2017 Simpson, S.-A., Steil, J., & Mehta, A. (2020). Planning beyond Mass Incarceration. *Journal of Planning Education and Research*, *40*(2), 130–138	
Week 11: 10/28	Vernacular Cities	Cultural Landscapes, Everyday Urbanism and Urban Informality	Dolores Hayden. "Claiming Urban Landscapes" and "Story Telling with the Shapes of Time," *The Power of Place*, 1997 Ananya Roy "Urban Informality: The Production of Space and Practice of Planning" *The Oxford Handbook of Urban Planning*, 2012 James Rojas, Los Angeles "The Enacted Environment of East Los Angeles" *Places,* 1993 Andrea Roberts, Texas Freedom Colonies Project http://www.thetexasfreedomcoloniesproject.com/2018/08/the-texas-freedom-colonies-project.html?m=1 Jennifer Renteria, "The Starlite Swap Meet" *East of East: The Making of Greater El Monte*, 2020	Short Answer Exam II
Week 12: 11/4	Soft Cities	The flaneur & the urban sensorium	Jane Jacobs, "The Use of Sidewalks: Safety," (1961) *The City Reader* Michel de Certeau, "Walking in the City" *The Practice of Everyday Life,* 1984 Kevin Lynch, "The City Image & its Elements" (1960) *The City Reader* Matthew Jordan Miller, "If I Built the World, Imagine That: Reflecting on World Building Practices in Black Los Angeles" *Planning Theory and Practice*, 19:2, 254-288, 2018	Essay Assignment II

| Week 13: 11/11 | Just Cities | Theories of justice in planning and urban history. | Susan Fainstein, Spatial Justice and Planning, (2013) *Readings in Planning Theory* June Manning Thomas, "The Minority-Race Planner in the Quest for a Just City" (2008) *Readings in Planning Theory* Karen Umemoto and Vera Zambonelli "Cultural Diversity", *The Oxford Handbook of Urban Planning*, 2012 | |
| Week 14: 11/18 | FINAL | Wrap up | | Data Stories Completed |

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class.
equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu

See additional resources compiled by Price students and staff in Blackboard.